

Knowledge Outcomes

- Castles were built in the past to protect and defend people, property and possessions.
- Castles were often built on hills or higher land.
- Castles had many features that helped them to keep people inside safe such as a portcullis, moat, drawbridge, battlements, cannons, and slits for windows for firing arrows.
- In the past, people who lived in castles included royalty, important families and soldiers.
- Daily life in a castle is very different to daily life at home today.
- **A famous castle in London is the Tower of London.**

Strength Lies in Difference

Children to be familiar with these key terms and understand their meaning: Identity, Race, Diverse, Ethnicity, Minority, Majority, Responsibility, Values and Stereotype

Understand that there has been a black presence in Britain for hundreds of years

Understand who the Moors were and the influence they had on European society

Understand the impact of people travelling to different places/countries (migration) has had on societies/communities and the way this has influenced the existing culture.

Understand how being a minority in the country may have impacted John Blanke

Reflect on how differences make us special and unique

Understand the impact that John Blanke's presence may have had on the Royal Court.

Physical Development

Dance

Perform basic body actions with control and coordination

Link actions

Remember and repeat dance phrases

Perform short dances, showing coordination and an understanding of expressive qualities

Perform short dances, linking actions fluently and with good coordination and control

Use dynamic and expressive qualities clearly in their dance

English / Mathematics

Please see termly Success and Challenge cards

Personal, Social and Emotional Development

PSCHÉ: What jobs do people do?

Know how jobs help people earn money to pay for things they need and want

Learn about a range of different jobs, including those done by people they know or people who work in their community

Understand how people have different strengths and interests that enable them to do different jobs

Learn how people use the internet and digital devices in their jobs and everyday life

Become familiar with these key terms and understand their meaning: *Identity, Gender, Values, Stereotype, Opportunity*

Explore gender stereotypes related to jobs / professions

Understand that both men and women are capable of doing the same job

Know that both men and women are able to apply for any job, as part of Equal Opportunities laws.

R.E.: What is Religion?

Does praying at regular intervals help a Muslim in his/her everyday life?

Describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives.

Consider different ways Muslims might be helped in their everyday lives by praying 5 times a day

Understanding of the World

History: Significant lives

Learn about the lives of significant individuals in the past who have contributed to national and international achievements – Henry VIII

Science: Everyday materials (2)

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Work scientifically, including:

asking simple questions and recognising that they can be answered in different ways

observing closely, using simple equipment

performing simple tests

identifying and classifying

using their observations and ideas to suggest answers to questions

gathering and recording data to help in answering questions.

Computing: iPUB

To understand the world wide web and how it has developed throughout time

To consider how technology changes with time

To share knowledge through multi-media presentations

To plan/produce a presentation of research findings

To create an interactive eBook

SPRING TERM 1 Objectives *Turrets and Tiaras* History focus Year 2

Expressive Art and Design

Art and Design: Sculpture

Use a variety of natural, recycled and manufactured materials for sculpting – paper / card for origami, straws

Use a variety of techniques, e.g. rolling, cutting, pinching.

Use a variety of shapes, including lines and texture.

Key vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.

Music: Composing

Create music in response to a non-musical stimulus.

Improvise simple question and answer phrases in pairs, sung or played on untuned percussion.

Recognise how graphic notation can represent created sounds.

Learn to use dot and stick notation to record composed pieces.

Design Technology

Design

- design purposeful, functional products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials according to their characteristics

Evaluate

- evaluate their ideas and products against design criteria

Technical knowledge

- explore and use mechanisms [for example, levers], in their products.